



#CIMIE16

INVESTIGACIÓN EDUCATIVA CON IMPACTO SOCIAL

Sevilla, 30 de junio y 1 de julio de 2016

Tendiendo puentes entre la educación formal y no formal: Un Programa Intensivo Inclusivo Inside out/ Outside in

Elvira Barrios

Carmen Sanchidrián

Universidad de Málaga

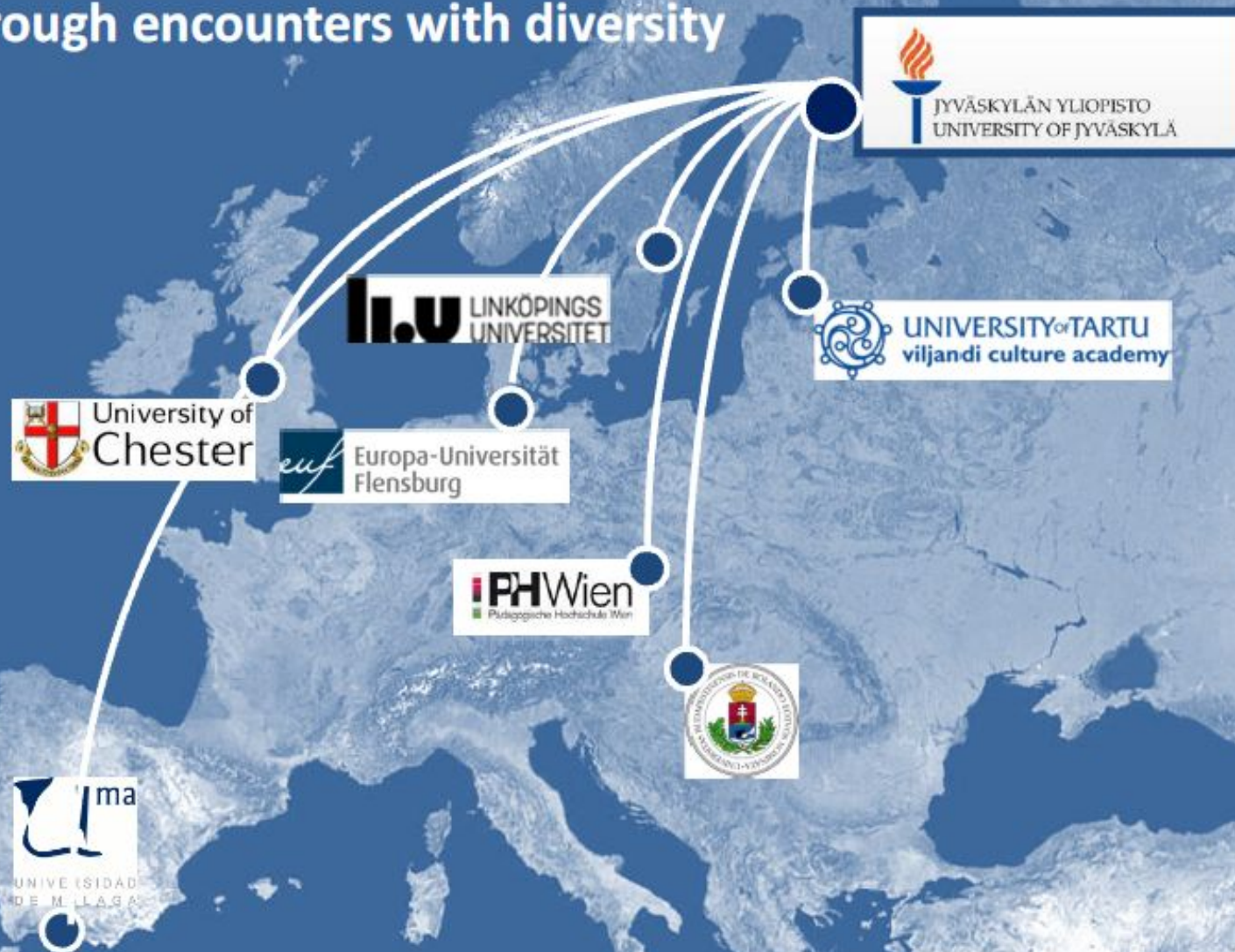
INOUT



FACULTAD DE
CIENCIAS DE
LA EDUCACIÓN
Universidad de Málaga

Inside out / Outside in

Building bridges in teacher education
through encounters with diversity



Proyecto aprobado en la convocatoria de
Proyectos de Asociaciones estratégicas
orientadas al campo de la Educación superior
KA2: Acción clave 2. Cooperación para la innovación y las
buenas prácticas

Diversidad cultural

**Abandono escolar
temprano**

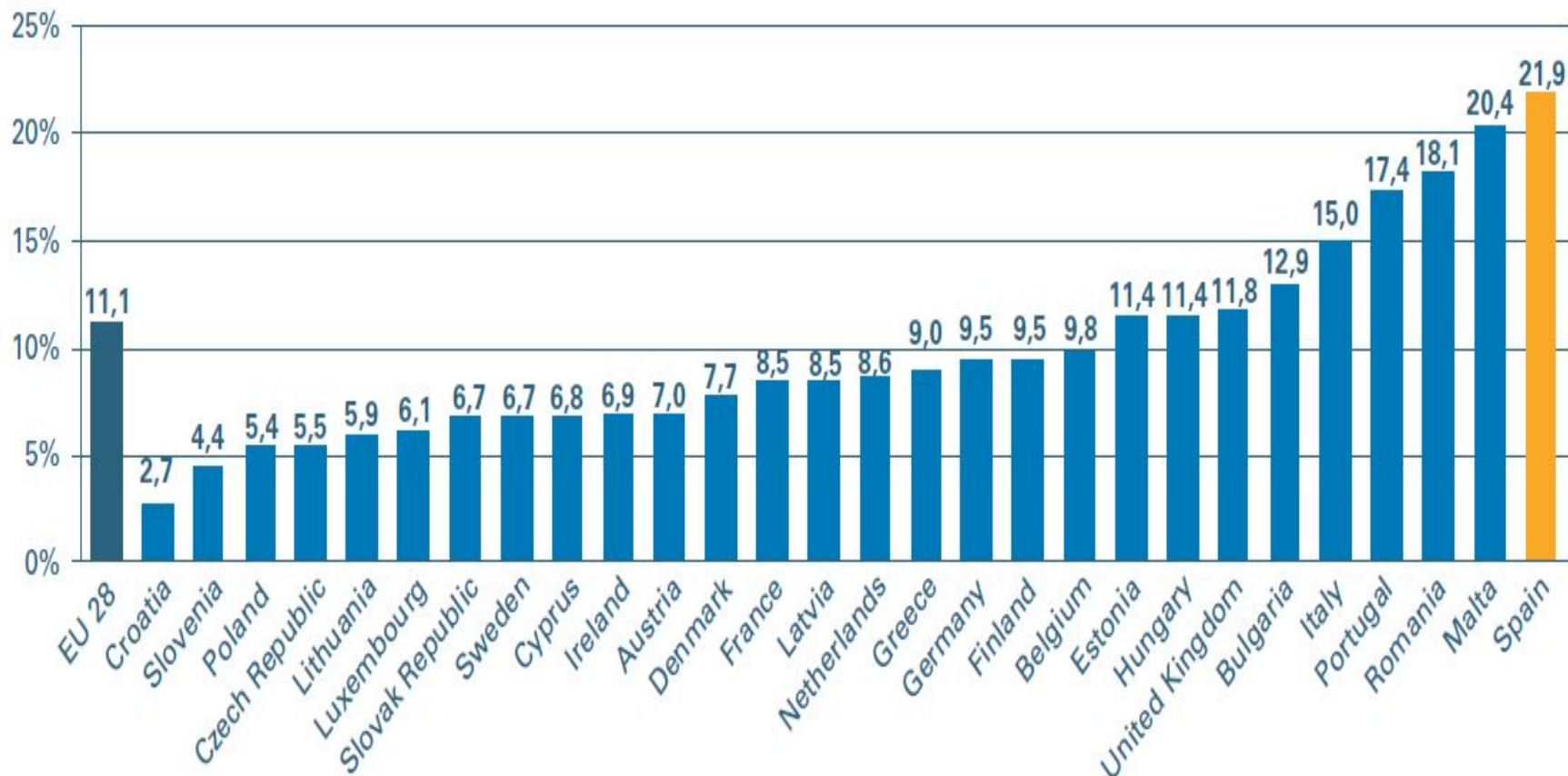


Diversidad cultural

- **En sentido amplio:**
- la lengua, procedencia, religión, etnia del alumnado
- Pero también y quizá en primer lugar, las **expectativas y valores con que se enfrentan a la educación.**
- Esos diferentes valores están en la base de gran parte del abandono escolar temprano, cuya reducción es uno de los objetivos de la Unión Europea.
- Esa tasa es en España la más alta de Europa, con enormes diferencias de unas Comunidades Autónomas a otras.

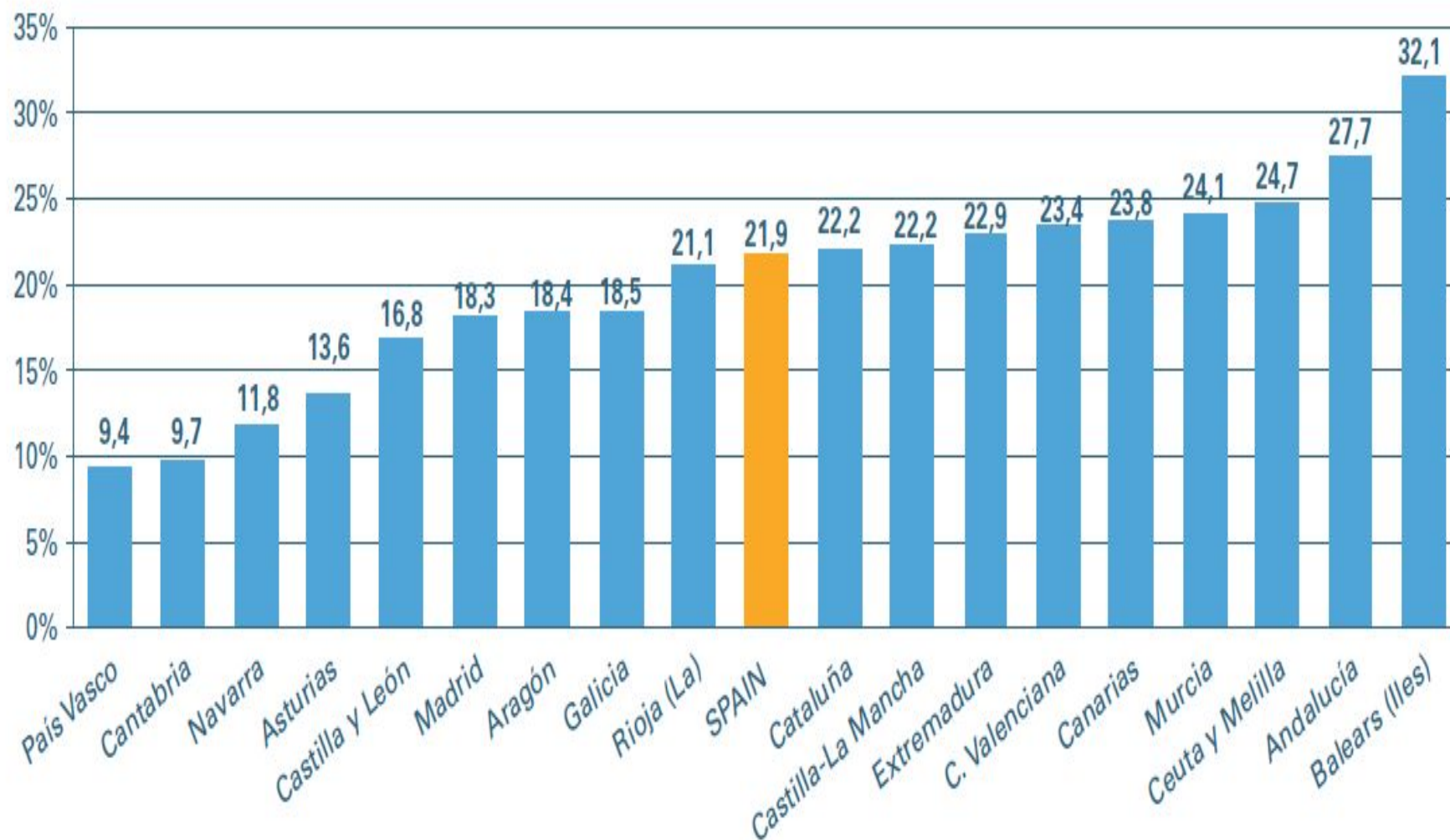
A case study: Spain

Early leavers from education and training by European Union countries. 2014



Source: Labour Force Survey. Eurostat.

Early leavers from education and training by autonomous community. 2014



Source: Encuesta de Población Activa. INE. Prepared using Eurostat methodology.

Procedencia de distintos campos

- Languages and culture at school and university level
- Language education and the role of language in education
- Linguistic and cultural diversity
- Practice oriented language teaching; Social skills
- Geography teaching for global sustainable development, visual geographies and geography of education
- Global learning, visual geography and the use of visual media in geography teaching.
- Inquiry learning in teachers' training/education
- New ways of teaching, learning and presenting changes and continuities in the European History of Education
- Teachers' and learners' perceptions and conceptions about language learning, multisensory language teaching, CLIL

Procedencia de distintos campos

- Reflective teaching and learning in teacher education involving teacher students in supporting minority students throughout the mentoring process.
- Second chance programme for drop-out students with ICT and personal support
- Centre for Research into education, Creativity and Arts through Practice (RECAP)
- Creative pedagogy, Drama and pedagogy
- Theatrical and dance arts, music, national handicraft, culture management, youth work

Objetivos generales del proyecto

- Ofrecer a todos los interesados en el tema materiales de reflexión, documentación, guías pedagógicas, recursos (artículos, textos, vídeos, documentos, informes..) y sugerencias a través de la web del proyecto.
- Diseñar un módulo que se incluirá en la formación de los docentes de todas las instituciones implicadas
- Realización de cursos intensivos con alumnos de las ocho instituciones que se realizarán en Finlandia, Estonia y Viena** → **efecto multiplicador**

Objetivos de cara a los futuros docentes

- Incrementar su conocimiento, concienciación y comprensión en lo relativo a la identificación precoz de alumnos con riesgo de abandono escolar;
- implicarlo en el desarrollo de medidas de intervención y compensación destinadas a mantener a los alumnos en el sistema educativo e incrementar la resiliencia de los alumnos en situación de riesgo de abandono;
- formarlo en la construcción de puentes entre la educación formal, no formal e informal, rentabilizando los recursos y potencialidades de las comunidades en las que se ubica el centro educativo; y,
- capacitarlo en metodologías innovadoras, activas, participativas e interdisciplinares.

Estamos trabajando en

- Percepciones de nuestros alumnos acerca de conceptos como
- Cultura e Interculturalidad
- Arraigo / Desarraigo: Insideness/Outsideness
- Abandono escolar temprano
- Lenguaje /Lenguajes
- Todo profesor es un profesor de lengua
- Evaluación del curso intensivo

Programa intensivo

- The challenges and opportunities of diversity are at the heart of the European project and European schools are increasingly expected to be able to deal with diversity-related issues.
- The course *“Inside out / Outside in - Building bridges in teacher education through encounters with diversity”* addresses the question of diversity in the European classrooms by improving the provision of intercultural competence and understanding in pre- and in-service teacher education.
- Within the Erasmus+ program, university teachers from eight European countries and different disciplines organize a 10-day interdisciplinary course for European teacher students at the University of Jyväskylä (Finland).

- **Student participants will...**
- ...meet and work with students from eight European Higher Education institutions (Jyväskylä, Linköping, Flensburg, Malaga, Budapest, Chester, Wien, Tartu)
- ...have inputs from European experts in pedagogics, educational science, history of education, arts and drama education, cultural geography, language teaching, etc.
- ...experience in an interdisciplinary and creative atmosphere.
- ...visit a local school and get insights into the different school systems.
- ...study in the fascinating environment of the host University.

Curso 2016, Jyväskylä










- *Course outline*
- Wednesday, April 27th - *Outside in – Arriving in Jyvaskyla*
- Thursday, April 28th - *Insights for outsiders – Orientation*
- Friday, April 29th - *Dropping out and coming in*
- Saturday, April 30th - *Moving through educational spaces and places*
- Sunday, May 1st - *Relaxing outside and inside in Finland*
- Monday, May 2nd - *Educational cultures*
- Tuesday, May 3rd - *Insights into dimensions of learning*
- Wednesday, May 4th - *“Every teacher is a language teacher”*
- Thursday, May 5th - *Preparing the outcomes*
- Friday, May 6th - *Presenting the outcomes (students)*
- Saturday, May 7th - *Inside out – Going home*

Course evaluation: Aprendizajes adquiridos

- En torno a la diversidad
- En torno a los factores afectivos
- En torno a la variedad de metodologías
- En torno a las lenguas
- En torno a los factores que subyacen al fracaso escolar
- En torno al aprendizaje fuera del contexto formal
- En torno al valor de la discusión y reflexión en grupo

Course evaluation: Grado de consecución de los objetivos propuestos

- 10 Please indicate the extent to which you **agree** or **disagree** with each of the following statements using the following scale where 1 = "Strongly disagree"; 2 = "Disagree"; 3: "Neither agree nor disagree"; 4 = "Agree"; 5 = "Strongly agree")

Rango de la media					
	1	2	3	4	5
The course has raised my awareness and understanding of issues connected with diversity in the school context.					4.5
The course has raised my awareness and understanding of issues connected with early school dropout within the European context.					4.4
The course has equipped me with innovative and multidisciplinary pedagogical approaches.					4.3
The course has stimulated me to consider ways of making use of innovative and multidisciplinary approaches in my own context.					4.5
The course provided me with new ideas to develop my own theoretical reflection on school and diversity					4.4
The learning and teaching methods encouraged participation.					4.5
The learning and teaching methods encouraged critical reflection on the content.					4.4
The course provided plenty of opportunity to discuss.					4.3
School visits were a valuable learning experience.					4.3

Course evaluation: Valoración numérica

Give an **overall rating** of the course (*1 = poor/negative; 5 = excellent*)

Rango de la media

1

2

3

4

5



4.6

Course evaluation: Evaluación externa

(realizada por Dr Peter Gray, Norwegian University of Science and Technology)

“The main strength of InOut is that it deploys a wider range of expertise than is normally applied in Erasmus + projects, including drama, geography, history of education, cultural studies and language education, as well as teacher education itself”

“Special attention was paid to recording participants’ impressions and reflections, e.g. through feedback sheets, sketchpads and video. This contributed to a sense that content was not just being delivered, but was actually making a difference to how students felt about the topic”

“The added value of InOut is that it provides an environment for turning knowledge into understanding, partly through inter-cultural discussion within the group and partly through individual reflection and practical activity”



Muchas gracias por la atención

Para más información:

sanchidrian@uma.es
elvira.barrios@uma.es

(Nota: La asistencia de Elvira Barrios a este congreso ha sido financiada por la Universidad de Málaga)